

The Long-Term Impact of Girl's Education

Lesson Plan 2

2017

Purpose

The purpose of this lesson is to examine the conditions that result from different influences—social, political, physical environment, health—in a girl's life and how these may influence her access to educational opportunities. Students will consider the impact of educational opportunity on a girl's life and on the world. They will discuss what needs to change to promote greater gender equity in education, and whether girls in the United States face any of the same challenges as girls in Pakistan.

Learner Level

- High School

Time

One 1-hour session

Required Materials

- Copies of the case, "[Malala Yousafzai: A Young Female Activist](#)" (included in teaching pack)
- Papers, pencils
- Dry-erase board or chalkboard

Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

Learning Goals

1. Generate and organize the social, political, built environment, and health factors that influence a girl's access to education.
2. Infer the long-term consequences on a girl's life—and the world—that are influenced by these factors.
3. Compare and contrast the similarities and differences in these social determinants between Pakistan and the United States

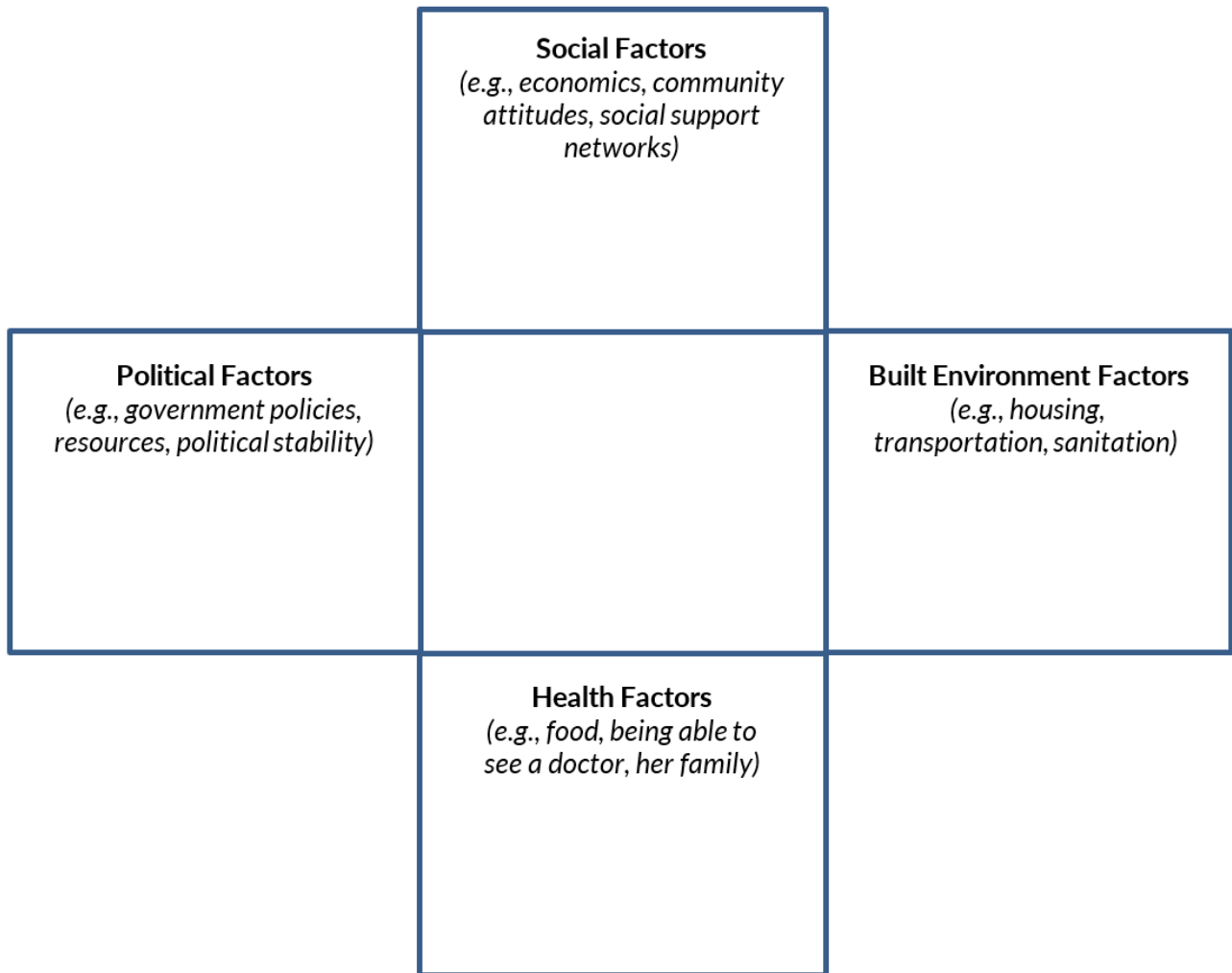
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Lesson Plan: The Long-Term Impact of Girls' Education

Procedure

You may want to have a student summarize the key takeaways from the previous lesson, “Gender Equity, Education, and Health.” Reiterate that in this lesson, the class will continue to think what factors may prevent a girl from attending school and how a lack of education may have long-term consequences on the quality of a girl’s life well into adulthood.

For the next activity, students will brainstorm and categorize the factors that make it difficult for girls in certain societies to attend school. Divide the students into small groups and have them sketch out the following graphic organizer on a sheet of paper.



Assign each group a category from one of the outside boxes (social, political, built environment, or health factors). Have each group generate a list of specific things relating to their category that make it difficult for a girl to attend school.

- Discuss how some factors mentioned apply specifically to girls while others may have more to do with poverty or location.
- Note that while many of these factors may also apply to boys, girls experience additional barriers to accessing education due to their gender in certain contexts.

Lesson Plan: Gender Equity, Education, and Health

On the board, draw the graphic organizer. Ask each group to contribute their responses under the respective factor, and have each group explain one factor in depth. List their responses in the appropriate box.

A sample of possible responses are included below.

Social Factors

- Socioeconomic status
 - Is her family able to afford school? Even if it is free, can they afford school fees and expenses such as uniforms, books, supplies, or transportation?
 - Does her family need the girl to work, either doing unpaid work such as household chores or watching siblings, or paid work such as working in the field?
- Social status
 - Does her family come from a background that sends girls to school?
- Cultural
 - Does her family think it is important for girls to go to school?
 - Does she have any role models? Did her mother (or other female relatives) attend school? Did other women in her community attend school?
 - Does the family think it is important to invest in the girl's future beyond marriage?
 - Does her family and community think it is okay for a girl to walk to school?
 - Is she expected to marry early?

Political Factors

- Is there political will at the societal level to enroll girls in school?
- Is there adequate government/municipal spending on education?
- Is there conflict or unrest?
- Is there a national system of education?
- Are there female political leaders?

Built Environment Factors

- Water and Sanitation
 - Does she have access to a bathroom?
 - Is she able to deal with personal sanitary needs when menstruating?
- Housing
 - Does she have adequate housing?
 - Does she have a place to study? Is it quiet?
- Electricity
- Transportation
 - Is there a manageable way for her to get to school?
 - Is it physically safe for a girl to walk to school?
 - Does she risk being attacked because of her gender?

Health Factors

- Malnutrition and undernourishment
 - Does she have enough food to eat so that she won't be hungry (and distracted) during school?
- Maternal mortality

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- Has her mother died from childbirth? If so, has she lost a champion of her education? Is she expected to take over managing the domestic household?
- Use of health services (especially around reproductive health)

As a class, generate a list of the long-term impacts of these factors on a girl—or even the world—if girls do not have access to school. For example, what are the long-term consequences of malnutrition on access to education? Lack of housing? Write them in the middle box of the graphic organizer.

Sample answers could include:

- Increased chance of poverty due to lack of professional opportunities. (While this is acute for all who do not attend school, it is especially true for women.)
- Lost chances for greater independence/autonomy/decision-making power as education offers opportunity to increase earning power.
- Continuation of a cycle of poverty to the next generation—family continues to remain in poverty and lacks opportunities that earning power brings.
- Continued social inequality between men and women.
- Continued economic inequality between men and women/continued loss of women's full contributions to society
- Continued loss of women to disease, to health conditions related to childbirth and child rearing
- Lack of women's voices to shape policies and systems that are more equitable

Have the groups of students list their top response for the long-term impacts of now attending school.

Discuss the following, before debriefing as a class:

- What needs to change so that girls may attend school?
- Do girls in the United States face any of the same challenges as girls in Pakistan to attending school? What are the similarities and differences? Explain.

Summary

Students have continued to think about health and what it means to be healthy. They have considered how having limited educational opportunities may affect the quality of one's life and health negatively. Specifically, the class has looked at conditions that result from different influences—social, political, physical environment, health—in a girl's life and how these may influence a girl's access to educational opportunities. Students have considered this impact on her life and even the world. They briefly touched on what they think needs to change and whether girls in the U.S. face any of the same challenges as girls in Pakistan. In the subsequent lesson, they will look at Malala and how she has chosen to advocate for change with a fuller understanding of the conditions she has addressed.